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Getting the Message

A READING COURSE FOR SCHOOLS



Dermot Murphy & Janelle Cooper

STUDENT'S BOOK

THREE

CAMBRIDGE
UNIVERSITY PRESS

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Introduction

To the student

This is the third book of *Getting the Message*. It contains a wide variety of things for you to read about and will help you consolidate the skills you have been practising in Books One and Two. You will be given opportunities to develop more independent use of these skills, as well as to discuss your reactions and to comment on what you have read. By the end of Book Three, the skills you have acquired will enable you to get the message from a range of texts in English.

Remember that you learn to read by reading. It takes time and practice to learn a language, so do lots of reading. The more you read, the more you enjoy reading.

Unit layout

Phase	Exercise	Purpose
Before you read	1 TOPIC	To get you thinking about relevant ideas; to identify what you know about the topic; to check you know some relevant vocabulary.
	2 TEXT	To get you to use knowledge about the kind of text (text-type); to use information from pictures, diagrams, headings, the title; to help you to predict.

Phase	Exercise	Purpose
While you read	3 PURPOSE – FIRST READING	To give you reasons for reading so you know what to look for before you read and choose the appropriate reading style; later you will create your own purposes.
	4 CHECKING UNDERSTANDING – SECOND READING	To give you other ways, as you read the text again, to help you get at the meaning or organisation of the text, and interpret what is there.

Phase	Exercise	Purpose
After you read	5 LOOKING AT LANGUAGE	To help you understand some of the vocabulary for the topic, and aspects of the grammar or structure for the text-type.
	6 THE TOPIC AND YOU	To use the reading you have done, combining the new ideas with others you had already. Good readers use their reading!

Phase	Exercise	Purpose
How you read	7 DEVELOPING SKILLS	To help you to reflect on how you read and learn; to help you to develop fluency and confidence as a reader of English; to help you learn ways to get what you want from the text.

To the teacher

The three books in the course will help your students become good readers. There are various things for them to read about; there are different kinds of text; exercises to help them read more effectively, exercises to help them understand, and tasks where they use their ideas.

As in the earlier books, you have an **Overview** table which shows what is in each unit: what the students will read, the topic of the text and the focus of the tasks. The **Unit layout** above shows you the steps which form the basis of the units. It will be useful to discuss each phase and exercise with your class; make sure they understand the purpose of each step. At the back of the book you will find the **Skills profile** which sets out the things they need to know and do in order to become good readers. In each unit the final section gets you to discuss skills that the students have used.

Students should remember to copy across their comments from Books One and Two.

You will find a detailed explanation of the ideas underlying this course in the accompanying **Teacher's Book**. This also contains suggestions on how to use the book in class and gives model answers to the exercises.

We hope that you enjoy *Getting the Message*.

Overview of Book Three

UNIT	TOPIC	TEXT-TYPE
1 Letter from a country school p. 6	preferences about school	newspaper article, letter
2 Adventureland p. 12	theme park	leaflet
3 Fairview Park p. 18	bullying at school	TV script
4 A modern problem p. 24	refugees	history textbook
5 Getting experience p. 29	growing up	short story
6 Hunting for a job p. 34	choosing jobs	handbook
7 Antarctica p. 40	Antarctica	textbook
8 E is for Ecology, Environment and Extinction p. 45	ecology	encyclopedia entries
9 The power of poetry p. 51	animals, childhood experiences	poems
10 Read all about it! p. 57	related to previous units	newspaper

LANGUAGE	TASK	SKILLS
paraphrase, order of ideas	writing a letter	reading speed, strategies for new vocabulary
exaggerated language	planning a theme park	predicting through topic, text-type, illustrations
inference, reference, camera directions	writing a dialogue, story outline	recording new words and phrases
words with related meanings	note-taking, making a poster	intensive reading, exchanging opinions
3rd conditional, speech function words	writing letters	reading speed, purpose and reading
subject disciplines, personal adjectives	writing a job description	variety of reading styles
word sets, cause and effect link	writing an article, making a poster	text cohesion
word formation	designing slogans	purpose and prediction
word collocations and sounds	creative writing	recording vocabulary
vocabulary revision	writing newspaper copy	

Unit 1

Letter from a country school

Before you read

1 TOPIC

What sort of school would you like? Fill in the questionnaire.

My ideal school would			
be in a city	☐	be in the country	☐
be large	☐	be small	☐
be near home	☐	be far from home	☐
have a lot of teachers	☐	have 1 or 2 teachers	☐
have large classes	☐	have small classes	☐

Now discuss your answers with your friends.

2 TEXT

Look at the two texts in this unit. What types of text are they? How do you know?

While you read

3 PURPOSE – FIRST READING

Look at the headline to this article from the education section of a daily newspaper, the *Daily Herald*; the request is from the senior pupils in a village school. Look at the cartoon as well. What do you think they might be asking for? Write down three ideas and then read the article.

Special request to Education Minister

By our own Correspondent in Birat



We just want you to be perfect

When the senior class of Gardane School heard that it might not get a new teacher for their elementary school (6- to 14-year olds), the pupils wrote to the Minister of Education. They live in or near a village 200 kilometres south of the capital in a mountainous district of Martonia where it is difficult to recruit doctors and teachers. Their request was published in a national paper, the Martonia Gazette, and has become a common topic of conversation in a country where there is great concern about people leaving rural areas for the cities. This is the letter:

Dear Minister,
We are writing to ask for your help. We need a new teacher for the senior class in our school, and we are worried because our parents have been told that the Ministry cannot find one. Our school is very important to us and we like coming here to learn.

Gardane is a small village, with two shops, the

school and several houses. Most of our parents are farmers, and we live in the valley near the village. We keep sheep and have nut trees as well as growing some maize and potatoes. Every visitor from the city says our valley is very beautiful and that we are lucky to live here. So why isn't there a new teacher who wants to come here?

We don't mind how old the new teacher is, nor whether it's a man or a woman. They should like the country and outdoor life, and be healthy. We would like someone who is patient, happy and does not shout. The teacher should be clever and know how to help us understand things. We'd like our teacher to be properly dressed and to come on time. They should be kind, make us feel happy in the school, and help us make our classroom nice.

We would like someone who thinks of exciting things to do, inside and outside school. For example, our last teacher got us to:

- write down the history of the village which our grandparents knew – we didn't realise how much the village had changed;*
- make a nature calendar so we learned more about farming and about the animals and plants in our valley;*
- read all sorts of books and write a newspaper about our village.*

We keep rabbits and grow our own plants at school, so they should be good at that too.

If the Ministry does not send us a teacher we will have to leave our families and our valley to go to school. We don't think we should have to do that; they don't know about valley life in the city schools.

Please help us; we're not asking too much, are we?

Yours sincerely
The pupils of Gardane school.

The pupils have not had a reply yet, and so far the Ministry has refused to comment on the situation.

4 CHECKING UNDERSTANDING - SECOND READING

Look at the ideas you wrote down before reading the article: were any of them right?

Now answer the following questions; some of them are about the article and some ask what you think of the article.

- 1 How would you describe Gardane?
- 2 Would you like to go to school in Gardane? Why (not)?
- 3 In a few words, what do the pupils want?
- 4 What will happen if they don't get a new teacher?
- 5 Why don't the Gardane pupils want to go to a city school?
- 6 What sort of things do the pupils most like to study?
- 7 Does the cartoon suggest they're asking too much? What do you think?
- 8 Is this a job for an old or a young teacher? Why?
- 9 What do the Gardane pupils do at school that you don't do?
- 10 Why was this letter reported outside Martonia?

While you read

5 PURPOSE - FIRST READING

Some children from another country saw the article about Gardane and wrote to the pupils there. Read this letter to find out

- 1 why they are writing to the pupils in Gardane;
- 2 what they have in common with the pupils in Gardane;
- 3 what the differences are between Brandreth and Gardane;
- 4 what most concerns the Brandreth pupils.

In pairs, check your answers when you have read the letter.



Seathwaite County School
Brandreth

26 June

Dear pupils of Gardane,

Our teacher read your letter in the Daily Herald and showed it to us. We hope your Minister has read it carefully too and found you a good teacher. Your description of the teacher is excellent.

We found your letter very interesting because we have the same problem in our country, and we think you might be interested to hear about our valley and school. Like yours, our school is a small one in the country. Our village now only has one shop, which is also a post office. Some of our parents are farmers, and they keep sheep mostly. The others travel to work in Carswick, 25 kilometres away, where they work in factories or shops. There is also a quarry, but only two people work there now. One of the factories in Carswick has closed and there is no new work, so some of our families are worried that they may have to move away.

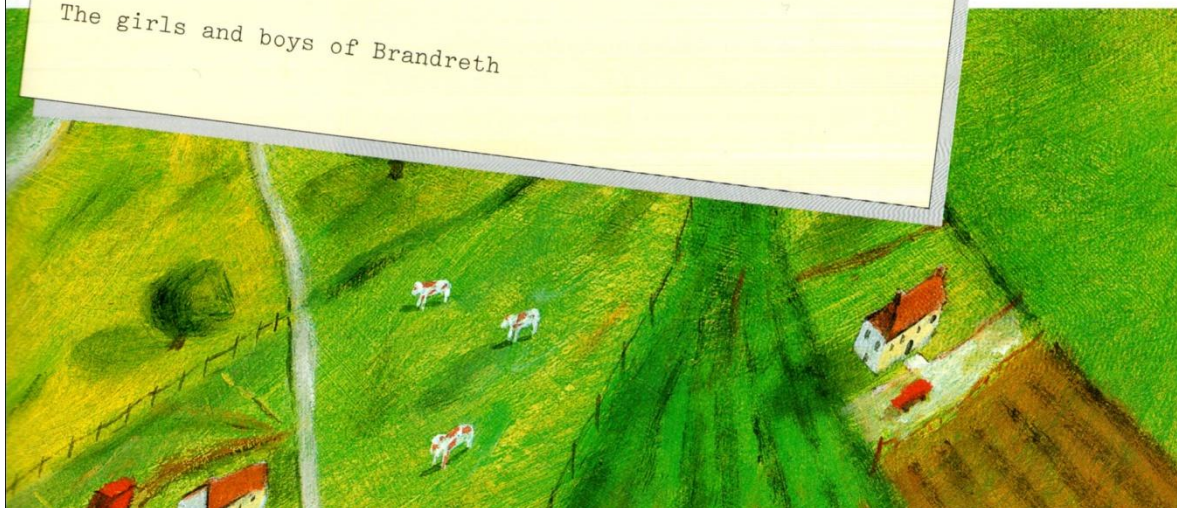
Our valley is very beautiful too, and lots of people come here for their holidays. There are hotels in Carswick and visitors can camp in the valley. In the summer they sometimes cause trouble with the animals and spoil some of the crops in the fields. However, the shopkeeper says we need their business and many of them are careful not to leave rubbish.

Last year the government wanted to close our school and make us all go to Carswick, like our doctor's children do. Our Parents' Association wrote letters and people came from the television and newspapers to see our village and talk to us. There was a lot of discussion and now the government has changed its mind, and we are staying.

We would like to know more about Gardane. Please write and tell us more and we promise to write back.

With best wishes

The girls and boys of Brandreth



6 CHECKING UNDERSTANDING - SECOND READING

- Check your reading speed this time. See Exercise 9.1.
- Work in pairs. Imagine that you are reporters from the Martonia Radio Company and are going to interview the pupils in Gardane. You want to know why the pupils wrote to the Minister, why they don't mind how old the teacher is, why they don't want to go to the city. Write five more questions. Then find another pair and ask them your questions.



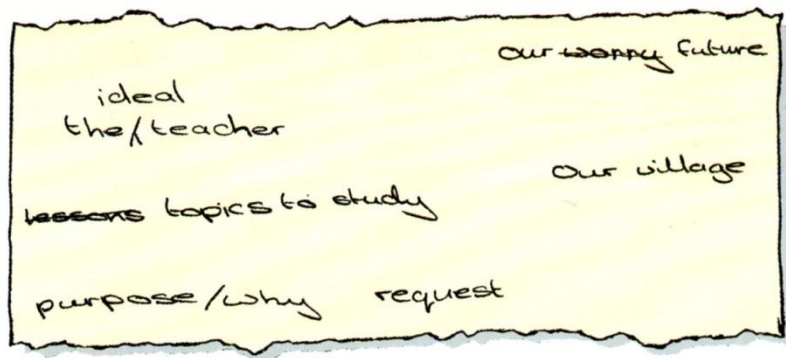
After you read

7 LOOKING AT LANGUAGE

- We can describe people by saying what they do or by what they are like. Find a word or phrase in the letters that means the same as the words in the table. The first one has been done for you.

What they do/don't do	What they are like
1 <i>are properly dressed</i>	smart
2	punctual
3 don't lose their temper easily	
4 don't get sick	
5	calm
6 know lots of things	

- These are the notes the Gardane pupils made when they were planning their letter. The ideas are not in order. Look at the letter again, then number the notes to show the correct order.



8 THE TOPIC AND YOU

Work in a small group of four to six. We still do not know if the pupils in Gardane will get their teacher. In your group decide what the Ministry should do. Then write the Minister's reply to the class. Remember that it is difficult to get teachers to go to Gardane: it is very small and has no cinema; there is no doctor in Gardane but there is one ten kilometres away; it is hot in summer and very cold in winter; the school is small and there are only eighteen pupils in the senior class. The senior class could go to school in Tarsake thirty kilometres away, and go home for the weekend. What do you think should happen?

How you read

9 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 What was your reading speed? (The second letter is 320 words long; target speed 1.5 to 2 minutes.) Make a note of your speed so that you can compare it later. What is your speed in your first language? Make a note of that too. Speed helps you to understand; if you read slowly, it will be harder to get the meaning of the text.
- 2 Which words don't you understand in the text? Do you need to understand them for your purpose? If not, ignore them.
- 3 If you do need to understand the words, don't guess their meaning. Use clues to help you understand. What kind of word is it? Given the topic, what sort of meaning do you expect? Do you need to understand the word better? Then look in your dictionary, ask your teacher or another student.

Adventureland

Before you read

1 TOPIC

Answer the questions, and then, in pairs, compare your answers.

Have you ever been to a	museum?	zoo?	sports centre?	theme park?
Where was it?				
What did you see?				
What did you do?				
Have you gone back?				

2 TEXT

Look at the text. What kind of text is it? What are the headings for?

While you read

3 PURPOSE - FIRST READING

Nowadays, there are some very big centres which are a combination of all sorts of attractions or themes. One of these centres is called Adventureland. 'Adventureland.' What does this name suggest to you? What sorts of things do you think you could see there or do there? Write a list of them, and then read the leaflet to find out what Adventureland is like.

Welcome to the excitement of **A**dventureland!

Everyone loves Adventureland where you can do anything you want or ever dreamed of doing. Adventureland was created for you to explore, enjoy, and marvel at its wonders. The Parks and Exhibitions all appeal to your imagination, you join in and live the adventure. Every visit will show you something new, every visit will be an unforgettable experience. You will go away enriched, longing to come back. What are you going to do this time?

The World of Adventure!

You choose between the Travel Pavilion, the Future Tower, Nature Park, and Challenge Park. Leave one and go to another when you want. We promise you will be fascinated by each of them. Next we tell you more about each part of Adventureland and what it has to offer; but we don't tell you everything here. You'll want to explore and find things for yourself.





The Travel Pavilion

Explore places you have never been to before, and experience different ways of life. It would take months of travel to live through the variety of scenes presented to you here. The Pavilion shows you the richness of our world and some of the different ways we live.

Visit the Amazon jungle village, the Turkish bazaar, the Thai floating market, the Ashanti village square, the Berber mountain house. Talk to the people there who will tell you about their lives, the things they make. You can try weaving a carpet, carving wood, making nets . . .

The Future Tower

This changing exhibition shows you how progress will touch our lives. The displays show how our genius and imagination create new machines, save us from disease, take us into space and enrich everyone's lives. We look into the future and explore the cities of the next century and the way we'll be living then.

Sit in the space station and learn about the experiments scientists are carrying out in space. Spend some time in the Computer Hall and find out how these machines can help to solve problems, or control robots that work for us. Learn to write your own program. Climb into our simulator for the Journey to Mars!

Challenge Park

Here you can get outdoors and enjoy yourself as you never have before. We offer over twenty-five activities for you to try out, to learn, do again. Which ones interest you? Set your own challenge.

There are sports-coaches who will train you for any of the activities you want to try. Choose from canoeing, sailboarding, water ski-ing, hang-gliding, archery, scuba-diving, rock climbing, caving and lots more. We will provide you with all the special equipment you need. Sometimes we have to make a small extra charge for this service.

The Nature Park

Set in hectares of varied scenery, this is not really one park but several. Here you can begin to explore the many wonders of the natural world brought together in one place. Admire some of the world's biggest animals and marvel at the beauty of some of its smallest plants.

In the Safari Park you can drive among African animals in one of our Range Cruisers: see lions, giraffes, elephants in the wild. Move on to the Ocean Park to watch the dolphins and whales display their



agility and intelligence; walk on the ocean bed in the world's biggest aquarium. Then you can ride the Forest Trail, from mountain to sub-tropical conditions and see over 7000 trees and flowers from all over the world. There is still the aviary to see. Walk into the largest free space for birds ever made; watch over sixty species leading natural lives, on and by water, up in the trees, or down on the ground. You get an intimate glimpse into the life of humming-birds, ibis, mynahs and many others.

Food and Refreshments

Every major centre in **Adventureland** has a **Sunrise Café** where you can stop for a cold drink, or fresh tea or coffee; take a snack to give you a little more energy to go on enjoying yourself.

In the Pyramid you will find **Domenico's Place** for a quick meal of pasta or a delicious Italian pizza.

For a taste of Thailand, go to the **Ayuthia** in the Travel Pavilion by the floating market. You will be delighted by the varied ways of presenting seafood, fish and meat in spicy sauces, not to mention the unusual flavours of the exotic fruit.

For the meal of a lifetime, take the lift to **The Top of the World** where our team of French chefs is waiting to surprise and delight you in the Future Tower. All our tables offer a panoramic view of Adventureland. Come to dinner and after your meal why not relax in our discothèque, **Dancin' Days** where every night is New Year's Eve! It is located just one step away from the Top of the World.

The Pyramid

This is the hub of **Adventureland**. Run out of film, want some suntan lotion, need some postcards and stamps? For all these things and many more, visit our underground **shopping centre**. Come here for **information and ideas**.

If you have lost or found any articles, or become separated from your family or friends, our **Help Centre** is on the ground floor of the Pyramid.

Transport

Buses leave from the entrance at frequent intervals to all the parks and exhibitions or you can take the wide walkways from one centre to another. For a more leisurely ride, in Old World splendour, take a tour in one of our horse-drawn carriages.

Note: We ask you to wear proper attire all the time: a shirt, and shoes or sandals; please do not smoke, and do not bring food and drink into Adventureland.

Traveller's cheques, major credit cards and cash are accepted for purchases and admission.

4 CHECKING UNDERSTANDING - SECOND READING

- Was it what you expected? Check your list; add the things which you did not think of.
- Plan your day at Adventureland.

	WHAT	WHERE	TIME
Look at			
Learn			
Do			
Eat	lunch		
	snack		
	dinner		
Have fun			

Now work in pairs to compare your plans.

After you read

5 LOOKING AT LANGUAGE

The leaflet is a kind of advertisement: it gives information and it also tries to persuade you to go to Adventureland. This exercise looks at the language it uses to do this.

- If you look at the leaflet you will see that some of the things it says are exaggerated: it says things are always excellent, not just good. For example, in the discothèque, 'every night is New Year's Eve'. Can you find other examples of exaggeration like this? Make a list.
- Some of the things the leaflet says are not really true. For example, they invite you to 'sit in the space station', but it is a model not a real space station. Are there other things like this in the leaflet? Make a list.
- Now work in pairs. Compare your lists; do you agree?
- Next write your points up like this, giving your comment on what is said:

Example:

'Every night is New Year's Eve' is an exaggeration; what it means is that they want people to have fun in the discothèque.

The leaflet says 'Sit in the space station', but this is a model on the ground, not a real space station.

6 THE TOPIC AND YOU

Adventureland is a big theme park, and has several themes: nature, science, the future, etc. Some theme parks are small and have only one theme: perhaps the history of the city where it is found. Work in a group to design and plan a small theme park for your city or neighbourhood. Draw and name the different parts, and prepare a timetable for a visit to the park by your class. Present your idea to the other groups.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher. Good readers use prediction to help them.

- 1 What did you know about the topic? How did that help you?
- 2 Did you recognise the type of text you were going to read? What did you expect it would tell you?
- 3 Did you use the title, illustrations, map and headings to help you? How did you use them?

Before you read

1 TOPIC

Do you agree with the saying 'your school days are the happiest days of your life'? Why would some people disagree?

GATV

5.10 pm Fairview Park
Episode 9

A Present for the Bullies.

Fay continues to find that her school days are not the happiest days of her life. Can Maria help her beat the bullies?



2 TEXT

This text is part of the script for an episode of a TV serial about life in a secondary school, *Fairview Park*. What sorts of things will show you that it is a TV script?

While you read

3 PURPOSE – FIRST READING

Now look at the pictures to work out what happens in the story. Write down your ideas. Then read the script and compare it with these ideas.

Series 2. Episode 9: A Present for the Bullies
Scene 1

(Long shot of children arriving at school. The camera pans to follow Fay, a small eleven-year-old, then zooms in on her as she walks towards the building. Cut to the school corridor where Linda and Nancy, two fourteen-year olds, are leaning against the wall next to an open doorway. Fay walks along the corridor. She sees the two girls and begins to look around her nervously. As she passes them, Nancy grabs her arm and pulls her over to the wall. The two older girls stand in front of Fay so that she can't move.)

Fay: Ow! Let me go, please.

Nancy: Not until we've had a little talk with you. Well, little Fay, how long have you been at Fairview Park now?

Fay: For two months.

Linda: Have you forgotten her name?

Fay: N..n..no.

Linda: Well, be a good girl and use it then.

Nancy: So how long have you been at this school?

Fay: Two months, Nancy.

Linda: That's better.

Nancy: Now, have we ever kicked you, or pulled your hair, or pushed you onto the road?

Fay: N..n..no.

Nancy: No, what?

Fay: No, Nancy.

Nancy: And has anyone ever put your shoes down the loo? *-o lavatory*

Fay: No, they haven't.

Linda: Well, that's because you're a good girl and do what we say.

Nancy: But you haven't brought us a present recently.

Fay: I, I don't have any money left!

Linda: You can get some. Your friend Maria always has a lot of money. Why don't you take some from her purse?

Nancy: What a good idea, Linda! In fact, little Fay, I know what we want as a present. Why don't you bring us her purse? Bring it here at the end of school today.

Fay: But I can't do that. That's stealing and she's my best friend.

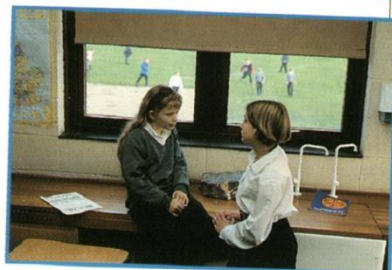
Linda: So?

Nancy: And, little Fay, remember - if you don't bring us the purse, we'll be very angry and then . . .

Linda: If you tell anyone about this, we'll know. Remember your promise.

(School bell rings. Fade)





Scene 2

(Fay is alone in a classroom, writing a note at her desk. Maria comes in quietly. Cut to CLOSE-up as Fay sees her and tries to cover the note.)

Maria: What's this? What's so secret? Let me look at that. 'Dear Maria...'. Oh, so it's for me? (Laughs.) 'Just a quick note. I'm in a terrible situation. I'm going to...'. I knew something was wrong. What's the matter? What are you going to do?

Fay: I can't tell you. I daren't.

Maria: But you were writing to me!

Fay: That's different. I promised. Oh, it's so different from our old school.

Maria: What's worrying you? It must be bad if it's making you cry. Tell me what's different.

Fay: It's the big girls.

Maria: Is someone bullying you? They are, aren't they?

(The picture dissolves. The two girls are standing by the classroom window.)

Fay: No, Maria, please don't.

Maria: But I want to help you.

Fay: That'd make things worse.

(Other pupils start to come into the room. Fade.)



Scene 3

(The same classroom as before but empty now, except for teacher 1 sitting at a table at the front. The camera zooms back to view the teacher from the corridor. Maria comes up, knocks and opens the door, closing it behind her. Through the glass panels of the door, we can see Maria talking to the teacher. Slow fade.)

Scene 4

(Nancy and Linda at the back of the class in a biology laboratory.)

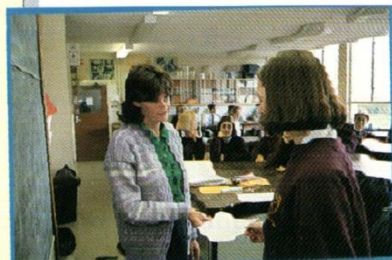
Teacher 2: OK. I want you to write this up for homework, and give it in on Thursday.

(Class chatter amongst themselves. A knock at the door. A student comes in and gives note to teacher 2.)

Teacher 2: Linda. Nancy. The Head wants to see you in her office at half-past one.

Linda: The little rat!

(Cut.)



Scene 5

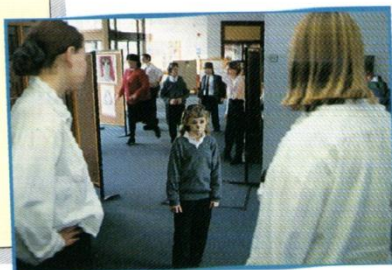
(The school corridor which is crowded with children moving in both directions. Fay walks towards camera with Maria. As she approaches, her face begins to show fear. Nancy and Linda come into shot and stand still, watching Fay. Fay draws level with them.)

Nancy: You've done it now.

Linda: See you later, little Fay.

(Close-up of Fay's face showing alarm.

Fade.)



Scene 6

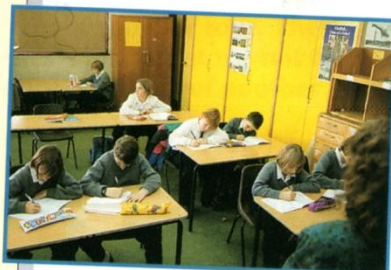
(Maria and Fay's classroom. As teacher 3 leaves the class the students get up and move around; Fay and another student go out. This student returns just before teacher 1 arrives. Everybody rushes to their desk. The desk next to Maria is empty.)

Teacher 1: Good afternoon. Put that away. OK, everybody, get out your exercise books.

(Dissolve to teacher in front of board now covered with history notes.)

Teacher 1: Right, who knows the answer? Fay? Oh. Where's Fay? Maria, do you know where she is?

(Music. Fade.)



4 CHECKING UNDERSTANDING - SECOND READING

- a) To understand a story, we need to understand more than the words. We need to understand what is implied, as well as what is stated. Answer these questions about what is implied in *A Present for the Bullies*.

- 1 Why had Nancy and Linda never hurt Fay?
- 2 What did Linda think about Fay stealing from Maria?
- 3 What had Fay promised them?
- 4 How did Maria know something was wrong?
- 5 How long had Maria and Fay been friends?
- 6 How did Maria realise Fay was being bullied?
- 7 Why did Maria talk to the teacher?
- 8 Did Fay want her to talk to a teacher?
- 9 Why did the Head want to see Linda and Nancy?
- 10 Who was 'the little rat' and why?
- 11 Why were Linda and Nancy going to see Fay later? *to punish*
- 12 Where was Fay at the end of scene six? *run away?*

- b) Teacher 1 wrote a report of the events. The report is jumbled. Join the sentences and put them in order.

- 5 A This morning, according to Maria, they told Fay to steal her friend's purse.
- 7 B who asked to see Linda and Nancy at the start of afternoon school.
- 2 C and said that her friend, Fay Young, was being bullied.
- 4 D they have been demanding money for some time.
- 1 E Maria Johnson, Class 1A, came to see me at break today,
- 8 F At 2.15, I found that Fay was not in class
- 3 G The students concerned are Linda Adams and Nancy Porter, Class 4B;
- 6 H I reported this to the Head,
- 9 I and nobody knew where she was.

After you read

5 LOOKING AT LANGUAGE

- a) Look at the uses of *it*, *this*, *that* and *some* in the dialogue. Which words or ideas does each one refer back to?

Example in Scene 1:

Linda: Well, be a good girl and use *it* then.

it refers to *her name*

- b) The directions include instructions to the camera operator:

long⁶ shot pan³ zoom¹⁰ in zoom⁴ back fade⁵ cut⁷
close-up² dissolve⁸ into⁹ shot shot¹

Look back at how they are used in the directions and find the phrase from below that matches the meaning.

- 1 view
- 2 shot taken very close to actor
- 3 move sideways to follow actor
- 4 move from close-up to long shot
- 5 shot becomes darker and goes black
- 6 view taken at a distance
- 7 immediate move from one shot to the next
- 8 shot goes out of focus and changes to the next
- 9 appears in the shot
- 10 move from long shot to close-up

When you next look at a film or watch television, notice the types of shots used.

- c) Nancy and Linda are bullies and they want to frighten Fay: how do they do this? For example, they talk to her as if they were much older than her and as if she was unintelligent and naughty. Then they talk about 'presents' but this means money that Fay pays them so that they won't hurt her. Find other words and phrases which they use in unusual ways, and show what special meaning is implied.

• a little talk
 • be a good girl
 • That's better
 • And how anyone ... bo?
 • little Fay
 • we'll be very angry
 • see you later

implied threats

6 THE TOPIC AND YOU ORAL

- a) What did Maria tell the teacher in Scene 3? Either act out the scene with a partner, or write the dialogue.
- b) What happened in the remaining scenes of the episode? Discuss your ideas in a group of three or four. Then write an outline of the scenes – just the story, not the dialogue. Compare your story with that of another group.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Are you putting useful new words in your vocabulary book? How do you group them? Alphabetically? By family (words about the same topic)? In the order in which you meet them? With a translation? Or a picture? In a phrase?
- 2 Do you also record whole phrases or sentences which are new to you, and useful, for example, *What's worrying you?*
- 3 Did you understand the references to earlier ideas in the text (Exercise 5a)?

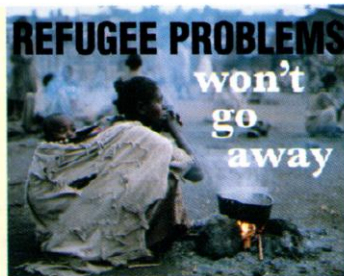
A modern problem

Before you read

1 TOPIC

Look at this advertisement.

How would you feel if you were forced to leave your country and live in another? What would make you leave your country? Which country would you go to? Who would you ask for help?



Wars drive people from their homes to live in camps like this. Children suffer. While governments do little to solve the problem, you can help.

Send your donation to

**Save the Children
Fund**

2 TEXT

This text is from a school textbook. Look at the headings and illustrations, and decide which sections tell you about:

- 1 what refugees can hope for
- 2 the causes of the problem
- 3 where most refugees are found
- 4 international organisations and refugees
- 5 why people become refugees

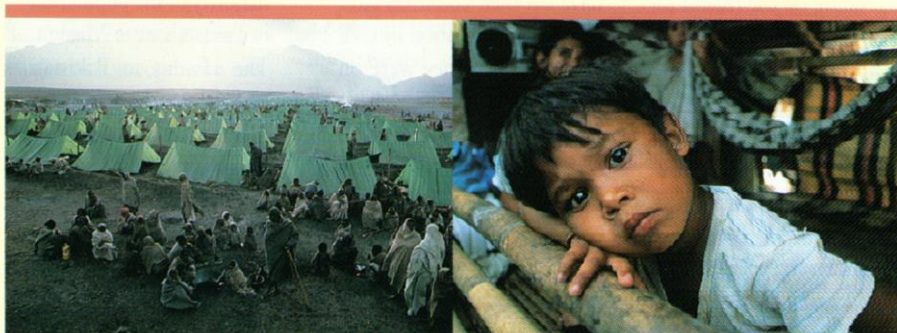
While you read

3 PURPOSE - FIRST READING

Can you answer these questions?

- 1 What is a refugee?
- 2 How many refugees do you think there are in the world?
- 3 Which three countries host the largest groups of refugees?
- 4 Which international organisations help refugees?

Scan this extract from *Modern History for Schools* to check your answers. Then read it through again and do the review tasks.



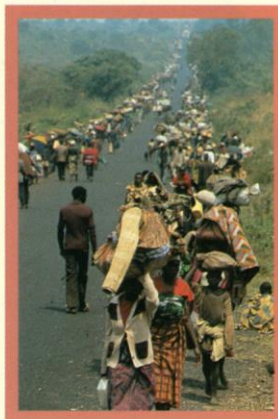
Chapter Four Refugees

Why is the refugee problem a modern one?

As we saw in the last chapter, people continue to fight wars. Naturally enough, in times of war, people have always tried to get away from battlezones and advancing armies. In the past the safest place to go was often a neighbouring country. Before the nineteenth century, people were able to move fairly freely because few countries had fixed borders or frontier guards. So refugees moving from one country to another did not require passports or visas.

In addition, in the past, countries were more hospitable and offered asylum to civilians fleeing a war. Usually people's right to asylum, i.e. protection, was respected regardless of

where they came from, so that they were safe in the neighbouring country until the war or unrest was over. The people were refugees but they were not regarded as a problem, as they are now.



The refugee problem began in the nineteenth century with the

creation of fixed and closed state borders. This means that countries can refuse to let people enter by insisting that they have permission for this, i.e. a passport and visa. Many countries are unwilling to give this permission, especially to large numbers of refugees, so governments control immigration in peacetime as well as in wartime. This unwillingness may be to do with ethnic, religious or economic differences, which the governments feel exist between their nations and the refugees. Recently, for example, some countries have called unwanted refugees 'economic migrants' to suggest that they did not need asylum but wanted a better way of life.

Reasons for refugees

Depending on the reason for leaving their country, refugees fall into two categories. There are those looking for temporary asylum, and those looking for a permanent home outside their own country. Now, as in the past, refugees fleeing an advancing army usually return home once the war is over. Other people are turned into refugees because they are ordered out of their country, often because they belong to an ethnic or religious minority; when they leave, they may never go back. In this century, many people

have left their countries after a political revolution or civil war, in which they were on the losing side. Another major factor causing movements of refugees in modern times has been the formation of new countries from old ones.

Review Task Which of the reasons above are the causes of the refugee problem in the following situations?

a In 1947, India was divided into two countries: India and Pakistan. The majority of the population in India were Hindu while the

majority of the population in Pakistan were Muslim. The Hindus in Pakistan and the Muslims in India had to be resettled; 18,000,000 people moved.

b In 1940 many Belgians fled from the German invasion.

c After the Russian Revolution of 1917, one and a half million Russians who were against the revolution left.

d Think of any group of refugees which has been in the news recently. Which category do they belong to?

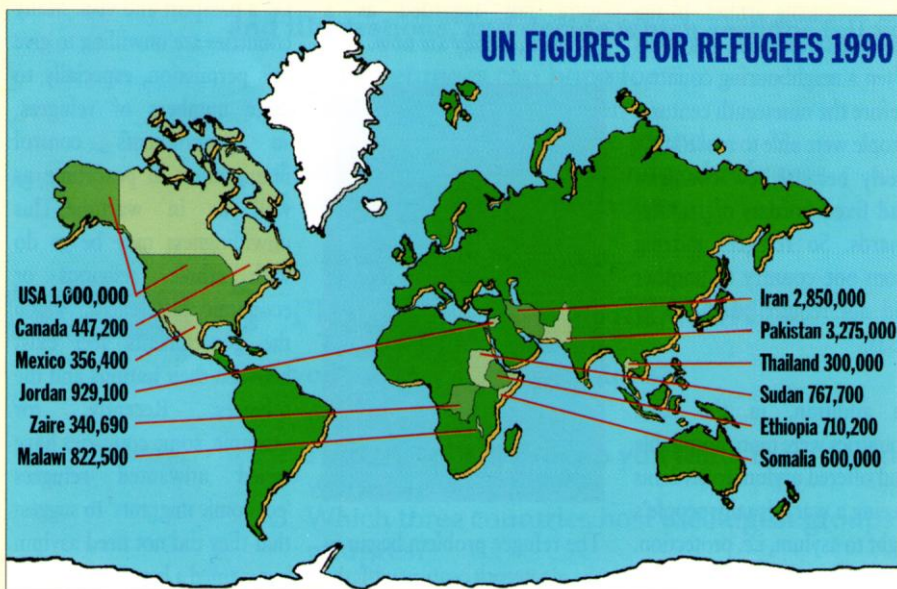


Figure 4

Refugees and the United Nations

The United Nations defines a refugee as someone who has left his or her own country because they have 'a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion'. In the world today, there are over fifteen million refugees, most of whom have been forced to leave their countries because of war with another country, civil war or civil unrest, or political persecution. Most of them are women and children, who have fled from their own countries to a neighbouring one, which then becomes responsible for them.

The host country has to house and feed refugees. Often it puts them in camps where they are housed in tents and given basic food and clothing. The United Nations High Commissioner for Refugees (UNHCR) tries to help the host countries with the high costs of looking after refugees. It has little money to do this but helps by giving emergency aid in the form of food, water, temporary shelter and medical care. For

longer term refugees, the UNHCR offers education and job-training. Many international charities, like the Red Cross and the Red Crescent, also give help to the refugees.

Where are all the refugees?

The map (Fig 4) shows the countries which had the largest groups of refugees in 1990 (UNHCR and UNRWA figures). There were over three million Afghan refugees in Pakistan who had fled from the civil war in their own country; in Thailand, there were hundreds of thousands of Cambodians, who had also fled from civil war; while the African continent had a total of five million refugees.

From the figures, it can be seen that it is the countries in the Third World that have to bear the biggest burden of looking after refugees. The cost of housing them and feeding them is very great and few of the host countries can afford this extra expense. Space has to be found for the camps and this can use up valuable resources; in some areas of Thailand, for example, the tents had to be put up on what had been

farming land, and in other areas, a large number of trees had to be cut down to make room for the camps.

What does the future hold for the refugees?

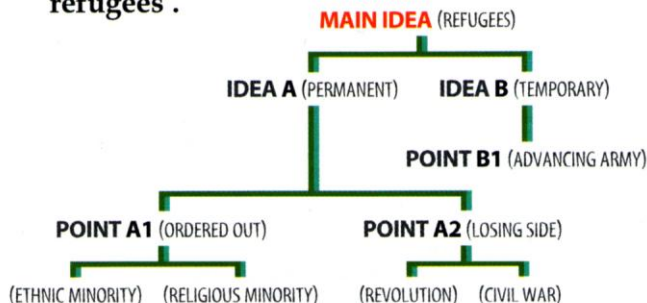
Even if you are a refugee in a country which has the same language and religion as yours, and a similar culture, your future may not be a bright one. You may have to live in a camp for a long time before you can go home. If you are a permanent refugee you still have no passport, no home and no job. You can either try to settle in the host country or try to find another country that will accept you. When you have found a permanent home, you then have to build your life from the beginning again.

Chapter Review Give brief answers to the following questions to show that you have understood this chapter.

- 1 Why is the refugee problem a modern one?
- 2 What are the circumstances that force people to become refugees?
- 3 What is done to look after refugees?
- 4 What problems can refugees make for their host country?

4 CHECKING UNDERSTANDING - SECOND READING

- a) This diagram shows one way to sort ideas and examples in a text based on the sections entitled 'Reasons for refugees'.



Use similar diagrams to summarise two of the questions in the Chapter Review.

- b) Think of six questions to ask about refugees. Use the following question words:

how what when where who why

Work in pairs. Take it in turns to ask and answer questions.

After you read

5 LOOKING AT LANGUAGE

There are groups of words that have related meanings in the passage. Can you find other words that are related to:

war country forced asylum cost

6 THE TOPIC AND YOU

Find out about a group of refugees either in your country or in another country. Make a poster to tell people about them.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 How did you read a text which has a lot of new information? Did you skim the whole text first? And look for key ideas?

Talk to other students about what you have read.

- 2 What is your opinion about the issues described?
- 3 What new things have you learned from reading the text?

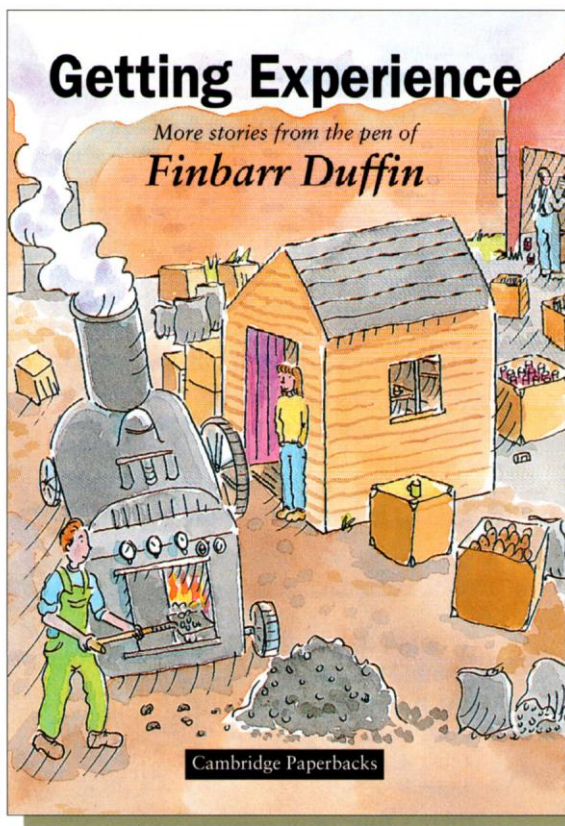
Getting experience

Before you read

1 TOPIC

What things do you consider adult? What do you think is hard about growing up?

Growing up is not easy: doing adult things – like a job – for the first time can be strange, funny or confusing. Carmel discovers this when she goes to work in the local factory during the school holidays. This is the title story from Finbarr Duffin's latest collection for teenagers. These stories show the



2 TEXT

Do you like short stories? What sort of short stories do you read? What makes a good short story?

While you read

3 PURPOSE – FIRST READING

Look at the picture and discuss some of the things you think the story could be about. Think about the title too. Write down three of your ideas and then read the story.

Getting Experience

We were passing the factory when Nora and I saw him the first time. He was walking towards us and then went into the factory at the main gate.

'Did you see him? Didn't he look like Kevin Logan?' said Nora. We had seen Kevin Logan the week before in *The Glasnevin Gang*.

'Did you think so? I suppose he did,' I said. 'Why would a famous actor be working in our local factory?' Then I forgot about him because we had an exam in maths and Nora wanted me to help her. The maths teacher always read the newspaper during exams so that was easy.

It was nearly the end of the summer term and on the Wednesday evening I decided to tell my parents about our plan.

4

We had almost finished the supper and everybody was quiet so I said,

'Nora and I are thinking of working in the factory during the holidays.' Mammy and Daddy both started to speak at once, and my brother laughed, so Daddy told him to leave the table. Gerry muttered something about bald people as he shut the door, so Daddy followed him out, red faced. The door swung open and closed again; you could hear the yells now from the other side.

'What put this into your head, Carmel?' my mother asked.

'Well, I want some money to buy things.' Daddy came back.

'Don't you buy enough things as it is? You've clothes you never wear, your cassettes and magazines are everywhere. Anyway, you're barely old enough.'

'Well, in the summer they want extra staff and they sent a letter to school. Miss Mulvihill said it would be good experience.'

5

'Would I have sent you to that school if I'd wanted you to be a factory girl?'

'I suppose it's only for the holidays,' Mammy said.

'That's not the point, Rosaleen,' he replied.

'There's four of us want to go from my class,' I told them. And then Mammy quickly said why didn't I help her clear the table. In the kitchen she told me she would have a word with him, so I knew it would be all right.

He grumbled, but the factory said they wanted us, and I said I would give Mammy some money from my pay. Then I heard him telling Granny he was proud his daughter was going to learn what real work was like.

'If Rosaleen had asked her father, he would have said no,' she replied. Poor mother. 'Shouldn't Gerry be the one looking for work?'

Work started early. Nora and I had terrible trouble getting there on time; I

6

was very late one morning, and the supervisor warned me that if I was late again he would fire me.

'He can't do that, Carmel,' said Nora. 'If I didn't have you to talk to, I'd go mad.'

It was boring work and the days were long. The factory canned vegetables and we stood at a line picking out the bad ones; sometimes we worked at another line where the cans were filled. It was noisy and my feet ached but Nora and I had great crack. We took all the vegetables out of one can and filled it with water.

'Imagine if your mammy gets that in the supermarket,' she said.

It was the Thursday of the first week before we saw him again.

'Look, it's Kevin Logan!' said Nora.

'He's too young,' I replied. We were having lunch in the canteen and he was in the queue, so we studied him. Nora agreed that he couldn't be as tall, his hands weren't as nice. And then he came and sat at our table. He was called

7

Tiernan O'Donnell and he was a student at the university in Cork. He made us laugh and then I told him that Nora thought he was Kevin Logan. He laughed but Nora didn't and she went to buy a cup of tea.

'What job have they given you?' I asked.

'I'm looking after a boiler,' he said.

'You're a stoker, then?' We laughed, and he went on.

'It's a second boiler they just use in the summer. I have a little hut behind in the yard. I come in early and light the boiler; then I sit and read and stoke the fire. Keep it going. It's a bit lonely.'

'I'll come and talk to you,' I said.

Nora was furious.

'You don't even like him. If I'd known I would never have left you with him.'

'I just said he didn't look like Kevin Logan.'

I did like him. And I found moments in the day to slip out and talk to him in his little hut by the boiler. I watched him put

8

coal on his boiler and check the gauges. We talked and laughed; we met for lunch. One evening he asked me to go to the cinema and I told my parents I was going with Nora. He took me to see the real Kevin Logan in *Saturday Boys* and we laughed about Nora. Tiernan worked every day because the factory was busy. But I didn't work on Sunday, which was a long day for me. However, they finished early, so in the evening I met him and we walked along by the river.

The factory did not give us our first pay packet until the end of the second week. I felt very proud handing Mammy some of the money. That evening I was telling Mammy and Daddy about work in the factory.

'Sure, you've quite taken to working, haven't you?' said Daddy, and before I could speak, Gerry interrupted.

'She's getting more than work experience, you know.' That caused a lot of trouble with Daddy, but later Gerry

9

said he was sorry.

'If you'd told me, it would've been better,' said Mammy. But I didn't want to tell her.

Early one afternoon the line stopped and the technician came to repair it. I could see it was going to be a long job, so I went to Tiernan's hut. It was good to be away from the noise of the factory shed. The boiler hissed and we talked about how boring the factory was. He wanted to be a writer and become famous and I liked that, but he was not ready yet to let me read any of the things he had written. I told him I wanted to be an actor and asked if he would write a play for me.

'Tiernan! Tiernan!' It was the supervisor shouting. I stayed in the hut and Tiernan went out to see him.

'What is this? Your boiler's out. I need steam now.' He was raging. 'We'll have to wait an hour while you fire up again. We're not paying you to sleep, you eejit.' I glanced out and saw that the supervisor

10

was looking into the boiler. Carefully, I started back to the factory door. I had not reached it when I heard the supervisor running behind me.

'What are you doing here?'

'Oh, I felt sick, so I came out for some air.'

'Are you all right now? Then get back in there.'

'Where did you go?' asked Nora. 'You'd have laughed if you'd been here when old sourpuss found there was no steam. Did you know he's Tiernan's uncle? He said he'd kill him.' She laughed, but I didn't.

The next morning the supervisor stopped me at the gate and took me to his office. Tiernan was in there.

'We pay you to work, not to dream,' said his uncle. 'Ye're fired, the pair of ye. Go and get your things.' Tiernan was not there when I left and I never saw him again. Nora finished at the end of the week; she said she was bored, but I missed the factory.

11

4 CHECKING UNDERSTANDING - SECOND READING

Check your reading speed this time. See Exercise 7.1. These questions ask for your reactions to the story; you may like to discuss them in groups of three or four.

- 1 Was the story what you expected? What was different?
- 2 Why is the story called 'Getting Experience'?
- 3 Did the story make you laugh? When?
- 4 Did you like the people in the story? Why? /Why not?
- 5 Do you know anyone like the people in the story? Who?
- 6 Did anything make you feel sad? Why?
- 7 Was Nora a good friend to Carmel? Why?
- 8 How do you think either Nora or Tiernan would tell the story?

After you read

5 LOOKING AT LANGUAGE

- a) Sometimes people talk about things that did not happen, and they imagine what would have happened. For example, Granny said:

'If Rosaleen had asked her father, he would have said no.'

We know from this that Rosaleen did not ask her father, and we also know what Granny imagines would have happened if she had. Now imagine some other things that did not happen in the story:

Example:

- Did Carmel find the work interesting? (stay out of trouble)
- No, but if she had, she would have stayed out of trouble.

- 1 Did Nora see Carmel and Tiernan in the cinema? (be furious with them)
No, but if she, she been furious with them.
- 2 Did the supervisor find Carmel in the hut? (fire her there and then)
No, but if he, he
- 3 Did Carmel tell her parents she was going out with Tiernan? (stop her)
- 4 Had Tiernan written a play? (show it to Carmel)
- 5 Did the supervisor find the can of water? (be very angry)
- 6 Did Carmel arrive very late twice? (lose her job)
- 7 Did Kevin come to the factory? (Nora go to see him)
- 8 Did the maths teacher see that Carmel was helping Nora? (punish them)
- 9 Did Carmel know she wouldn't see Tiernan again? (say good-bye)

- b) The story uses a variety of words to describe talk – some describe the function of what is said e.g. *warn*, and some describe how it is done e.g. *yell*. How many other examples can you find? Which category do they fit in? What other words like these do you know?

FUNCTION	HOW
<i>warn</i>	<i>yell</i>

6 THE TOPIC AND YOU

Tiernan didn't say good-bye to Carmel. A few months later he wrote her a letter. What do you think he said in it? Write the letter. Then exchange your letter with a friend and write Carmel's reply.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Have you checked your average reading speed? (This text is 1307 words long; target speed 5 to 7 minutes.) You should be able to read a story faster than other texts. Make a note of your speed. How does it compare with your last check?
- 2 How did you read this story? How much attention did you give to detail?
- 3 How much of the text did you need to understand for your purpose?

Hunting for a job

Clachan High School

Your last year at school? What are you going to do next year? Do you work in your spare time now? What job would you like in the future? There is a wide range of jobs to choose from but how can you get one? Find out how to make your choice by coming to the presentation by Nan Elliott, author of 'Finding Your First Job' in the school hall on Friday evening at 7.30.

Parents welcome.
Admission free.

Before you read

1 TOPIC

Read this notice and answer the questions about jobs. Discuss your answers in groups of three or four.

2 TEXT

Below are two extracts from a handbook called *Finding Your First Job*; it has lots of advice and information for people when they are thinking about which job to do. How does the author organise the information and advice so that the handbook is easy to use? What is the purpose of the pictures in the extracts?

While you read

3 PURPOSE – FIRST READING

What questions would you want this book to answer? Before you read the introduction, think of questions you have about choosing a job. (They might be about qualifications; what a job gives you; what employers expect; the most important thing about a job.) Write the questions down. Now read the introduction to see if it has the answers.

Chapter one

Preparing for your choice



Introduction

You may soon be old enough to leave school, and when the time comes, you'll want to find a job. School and work are very different. You may not like school very much, but you can still be happy and successful at work. You could be happy doing a job that does not need years of studying and lots of qualifications. There are lots of jobs to choose from, and the important thing is to find the right one for you. You cannot take just any job and expect it to be right.

If you're good at school you may think that it is too soon to look at jobs, but you'd better think again. You should use your last year or two at school to find out about different jobs, and you ought to make sure you are getting the qualifications you need for the job you want. Even simple jobs may require a good report from your teachers on your maths, for example, or on how reliable you are. You may discover that you need to go to college and study more to get the job you really want.

Choosing the right job is important for you because you will want to enjoy your work and get satisfaction from it. However, you must also remember that an employer will be choosing you, and people prefer to choose enthusiastic, informed job-hunters. They do not want people who just want money, they want to feel you will take pride in what you do. This book will help you get ready for finding work and suggest some of the jobs you can do, and feel happy in.

Has that answered your questions? Discuss what you have found out with a friend.

4 CHECKING UNDERSTANDING - SECOND READING

Here is what Tim, a school leaver, has said about choosing a job. Check his notes to see if they match the advice in the introduction. Correct the ideas you think are wrong.

- 1 I'd better find out about a job before I leave school.
- 2 I didn't like school so I won't like work.
- 3 I may not have to study after I leave school. Hooray!
- 4 I can choose from all sorts of jobs.
- 5 So any job will be right for me.
- 6 Employers don't worry about your reports.
- 7 For some jobs I may need to go to college. Me?
- 8 All I want from a job is money.
- 9 I could look at a book to get some ideas.
- 10 I'd better look enthusiastic when I go for a job.

5 PURPOSE – FIRST READING

Chapter Two helps you decide what sort of person you are; it has advice on job advertisements, writing letters, and going to interviews. Then Chapter Three describes all sorts of different jobs; there are five of them here. Find one that interests you, after you have looked at the introduction.

Chapter three

Read all
about them



Introduction – Read this First

In this chapter you can find details about more than a hundred different jobs. You are told what qualifications you need, the personal qualities employers may expect of you, the duties you will have in the job, and finally, what is good and what is not so good about the job. Don't just look at one description, look at any description you think will interest you.

Job Descriptions

Computer operator

Qualifications You will need good results from school in several subjects including maths and English. Most employers will test your aptitude. Training is on the job or you may need to go to college for further qualifications.

Qualities Enjoy solving problems; think clearly; like machines; work well in a team; not mind routine; have imagination and be very accurate.

Duties Prepare jobs; run jobs on the computer; solve problems and correct errors; keep careful records of work done.

For You work in a very exciting industry; you are well paid; there is lots of opportunity in the industry; there are lots of new machines, and new jobs for computers.

Against You may work in a room without windows; computer rooms can be noisy; you have to concentrate; you may work irregular hours as big computers run 24 hours a day.

Hotel worker

Qualifications No particular school qualifications are needed, but it will help if you are good at maths and English. Training is given on the job for general duties, or you can go to college. You might want to get qualifications in management later on.

Qualities Be friendly, quick and thorough; be able to work on your own sometimes and do a lot of routine work; need to be patient and honest too.

Duties Prepare and clean rooms; wake guests; serve food or drinks in rooms; work in the hotel bar and restaurant; help at reception.

For You work on your own; you meet a lot of people; you may get free meals.

Against You work irregular hours; you are on your feet; it can be boring.





Motor mechanic

Qualifications There is a lot of competition for these jobs. Good results in science, maths and English will help. You may have to take an aptitude test and show that you have had an interest in making things.

Qualities Be responsible, careful, thorough, energetic; like solving problems; like machines; work without supervision; get on with customers.

Duties Service cars/lorries and check parts; mend or replace damaged parts; keep stock of new parts; use different tools and instruments; test cars/lorries.

For This is a skilled job; you are responsible for all the work; mending things is satisfying; there is a lot of variety in the jobs you do.

Against It is dirty, hard work; you work long hours; customers may be difficult.

Television camera operator



Qualifications There is heavy competition for this job. You need good school results in English, maths and physics, and the TV companies will want to see that you have done things that show your interest in the work: e.g. photography, amateur dramatics, music. The company will give you training.

Qualities You will have to work in a team, and need to be able to work under pressure. You should have imagination and good visual sense.

Duties Set up the camera; attend rehearsals; take the pictures live or for recording; get the picture the director wants; remove the camera.

For This is a creative job in an exciting industry; you meet famous people; you have a lot of responsibility.

Against There's a lot of pressure, and a lot of waiting while nothing happens; you will often work irregular hours.

Travel agent



Qualifications No particular qualifications are needed but good results in maths, geography and English will help; foreign languages and computer studies give you more chance. In time the company may give you training in commerce or management.

Qualities Be good with people; like selling; have energy and patience; be quick and organised; be polite; work well in a team; not mind pressure.

Duties Advise customers; fill in forms; make out tickets; book hotels; handle money; keep records; use timetables.

For A very satisfying job, there is lots of variety; you meet lots of people; you have responsibility; you get cheap holidays.

Against Customers can be difficult; at holiday time the pressure is great; hours can be irregular and long.

Which job did you choose? Tell your friend why you chose it.

6 CHECKING UNDERSTANDING – SECOND READING

Look at these school records. Which job would you advise each student to take? Discuss your ideas in a group.

Dianne:	Good results, especially maths. Wants to study more. Friendly. Works hard. Likes solving problems. Exercise books very tidy.
Fiona:	Friendly. Likes talking to people. Energetic. Good results. Likes lots of different things. Responsible.
Kieron:	Likes other people. Reliable. Captain of football team. Works hard. Good at science. Makes model planes.
Tracy:	Works hard. Never angry. Likes other people. Good imagination – especially in art. Started film club.
Marcellina:	Friendly. Reliable. Helps others. Only good at maths. Runs and swims. Doesn't want to study after school.
Declan:	Quiet. Doesn't like school. Polite. Good at sport. Good with hands. Works when he likes things.

Write a note to two of them. Tell them: which job you think they would like; why they would like it; what they may have to learn; what they might not like about the job; what they should do if they want the job.

After you read

7 LOOKING AT LANGUAGE

- a) Make a list of all the subjects mentioned in the job descriptions. Which ones can you study at your school and which at college? Which ones interest you? Now write sentences like this:

I like geography, which I can study at school; I would like to take computer studies at college.

- b) Find all the words in the job descriptions which describe personal qualities e.g. *polite, honest*. From your list choose the right words to describe yourself, and a friend. Now write sentences like these:

I'm honest; I can be thorough but I must learn to be organised. You're friendly; you should be more responsible and you could learn to be quick.

8 THE TOPIC AND YOU

Write a job description for your ideal job. Use the headings from *Finding Your First Job*. Then look at your friends' job descriptions and choose a job.

How you read

9 DEVELOPING SKILLS

Discuss these questions with your teacher. Which reading skills did you use for each of the exercises?

- 1 Scanning.
- 2 Skimming.
- 3 Reading for gist.
- 4 Intensive reading.

1. look for a specific piece of information. e.g. look at a capital letter
2. read quickly to see what kind of inf. it contains
3. read for pleasure or
when we want the main inf. or argument
We expect to understand a return 70% of what we read.
4. retain more than 70% or
pay attention to vocabulary / lang. / new ideas

Antarctica

Before you read

1 TOPIC

What do you know about the South Pole and Antarctica? Write down five things that you know and five questions about Antarctica that you would like answers to, under the headings 'What I know' and 'What I want to know'. Compare what you know in pairs.

2 TEXT

Look at the headings and illustrations in the text and decide which sections tell you about:

- 1 its history *Footprints on the ice*
- 2 environmental concerns *preserving ...*
- 3 its geography *the rocks ...*
- 4 international agreements on the area *Nobody ...*

While you read

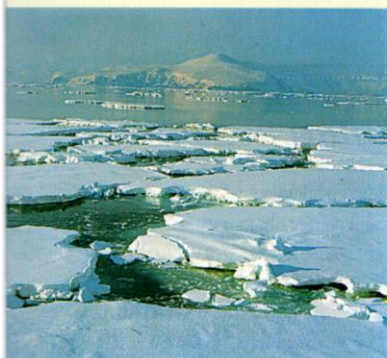
3 PURPOSE - FIRST READING

Read the passage to check your lists in Exercise 1 and to see if your questions are answered.



Chapter Ten

World Geography: Antarctica



The riches of the cold continent

Antarctica is the continent surrounding the South Pole. It has an area of over 15 million square kilometres, about the size of the USA and Mexico put together. With an average temperature at the South Pole of -50°C , it is the coldest continent; it is so cold that a thick sheet of ice always lies over the land. Pack ice surrounds the shore of Antarctica and cliffs of ice form the coast; the mountain ranges which lie along the shore and inland are always covered in snow. In fact, Antarctica contains 90% of all the snow and ice in the world.

However, Antarctica is not just a large, cold desert. It is rich in mineral deposits. Coal and minerals such as copper, iron, uranium, gold and platinum have been found there. Many oil companies have carried out surveys in the area for oil but it is not clear whether they have found any there, or, if they have, whether it could be successfully exploited in the conditions in and around that continent. Cold as it is, Antarctica is also rich in animal life but because of the temperature, the animals and birds found there are aquatic e.g. seals and penguins. The sea is also particularly rich in krill, which are small, shrimp-like creatures that whales, seals and penguins feed on.

Footprints on the ice

Captain James Cook on a voyage of exploration from England was the first person to cross the Antarctic Circle. This was in 1773. In 1837, a Frenchman, Dumont D'Urville, sailed in Antarctic waters, as did Charles Wilkes from the USA in the following year. But the first to set foot on the continent was an Englishman, James Clark Ross, who landed on Victoria Land in 1841. The Ross Sea is named after him.

At the end of the nineteenth century, interest in Antarctica grew, so that an increasing number of expeditions set out to explore the continent. The explorers came from many countries, including Sweden, Belgium, Great Britain, Australia and New Zealand. In December



1911 the Norwegian explorer Roald Amundsen became the first person to reach the South Pole. His team crossed from the coast on skis with their supplies on sledges, pulled by dogs. These methods of transport proved more reliable than the motorised means which a British team of explorers, led by Robert Scott, was using at the time in Antarctica. However, since then, mechanised transport has become standard.

Nobody lives in Antarctica but ...

By the beginning of the Second World War in 1939, many countries had made claims of ownership on parts of Antarctica. These were based on either geographical nearness or on rights resulting from discovery. Among the countries claiming territory were Argentina, Australia, Chile, France, Great Britain, New Zealand, Norway. In addition to disputes over territory, there was also some discussion over fishing and whaling rights in the area, which involved other countries as well.

(The scientific experiments and expeditions in Antarctica of the International Geophysical Year of 1957 aroused a lot of interest in the area and also a great deal of concern over its future. Consequently, discussions were started on ways to protect the area through an international agreement.) In 1961 the Antarctic Treaty was signed by twelve nations and the number of signatories had risen to 31 by 1984. The clauses of the treaty state that Antarctica should be used for peaceful purposes only and that nuclear explosions in Antarctica should be banned. All territorial claims on Antarctica were to be dropped for the life of the treaty (30 years). Scientific work carried out in Antarctica had to be done in accordance with UN (United Nations) scientific agreements, and scientific observations and results were to be exchanged and made public. The treaty did not state a policy on the control of the exploitation of the resources such as minerals, but the hunting of whales and seals was controlled by various other international accords.

Discussions about mining in the area continued and, in 1988, after almost ten years of negotiation, the Wellington convention was signed by the nations which had signed the Antarctic Treaty. The convention stated that mining could be carried out on the sub-continent, provided that all the members of the Treaty agreed to give permission. At that time no one had found sufficient oil or minerals to make mining economic, but exploration has not finished. Some countries are secretive about what they have found, despite the Treaty requirement to publish information. All indications point to considerable potential.

• spillage: act/amount of spilling

Preserving a wilderness



A year after the 1988 agreement, Australia and France decided to withdraw, and wanted all mining to be banned completely. They wanted Antarctica, which contains one-tenth of the land on our planet, to be declared a wilderness park. Whether mining will be allowed in Antarctica is still unclear.

Over the past few years, there has been increased concern over the effect of all types of human activity on Antarctica. Shipping accidents cause oil spillages, while scientists and tourists leave their rubbish.

Environmental groups say that some governments have been building airstrips too close to areas where penguins nest, thus disturbing their habitat and threatening their breeding. The regulations state that all rubbish should be removed from Antarctica when scientific research has been completed, but plastics, rubber and batteries have been found, all of which are dangerous to the wildlife and to the land.

The future of Antarctica is still in doubt. Will it be preserved as an unspoilt wilderness for future generations or will it be changed for ever through mining and other human activity?

• airstrip: a stretch of land that can be used by aircraft to take off & land, e.g. in war or time of trouble.

4 CHECKING UNDERSTANDING - SECOND READING

a) In the first section, several aspects of Antarctica are described:

natural resources 4

size 1

animal life 5

temperature 2

appearance 3

In what order are they described? Compare your order in pairs.

b) Give the year when the following explorers were in the Antarctic circle:

James Cook 1773

Charles Wilkes 1838

c) Which countries do you think based their claims to Antarctica on geographical nearness and which countries cannot use this as a basis for their claim?

near: Argentina, Australia, Chile, New Zealand

remote: France, Great Britain, Norway

to protect Antarctica

- d) Why do you think there are international agreements on Antarctica?
- e) What damage to the environment has occurred in Antarctica? *oil spillages, rubbish, airships leaving penguin breeding*

After you read

5 LOOKING AT LANGUAGE

geography: area/temperature
 time: land/pack ice/
 ffs / mountain ranges/desert
 rivers: mineral deposits/coal/
 minerals/copper/iron/tungsten/
 t / platinum/oil animals/Krill
 ties: disputes/int. agreement /
 factories/clauses/accords/discussions
 actions/members/withdrawal
 oil
 life: animals/whales/seals/penguins

- a) Go through the chapter and find words that belong to the following sets:
 geography *possessions* resources treaties wildlife
- b) Look at this sentence from the first section: 'it is *so* cold *that* a thick sheet of ice always lies over the land'. It describes a cause and an effect, and shows this through a link. Write down other examples from the chapter and underline the link words.

6 THE TOPIC AND YOU

Effect	Link
we animals & bird oil aquatic	so...that
n.A. increasing of expeditions	because
! in the international agreements	so that
to over the	consequently
meets disturbs penguin habitat	thus

The chapter ends with a question about the future of Antarctica: 'Will it be preserved as an unspoilt wilderness for future generations or will it be changed for ever through mining and other human activity?'

- What do you think about the future of Antarctica?
- Who should look after Antarctica?
- Should oil companies be allowed to look for oil there?
- Should scientists be allowed to do their experiments there?
- Should explorers and/or tourists be allowed to go there?

Discuss these and your own ideas about the future of Antarctica in groups of three or four, and then either write an article on this for your school magazine or make a poster.

How you read

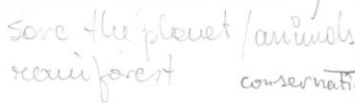
7 DEVELOPING SKILLS

Discuss these questions with your teacher. What ways did the writer use

- 1 to refer to earlier ideas? *pronouns (him / it / they)*
- 2 to connect ideas? *so that : result / since / however / but / despite*
- 3 to organise ideas? *topic*

1 TOPIC

ozone layer



2 TEXT

encyclopedias

3 PURPOSE – FIRST READING

related to
shown by
Unit 8 45
sync

conservation (earth sciences) The protection and preservation of the Earth's resources (e.g. plants, animals, land, energy, minerals) or of historical objects (e.g. books, paintings, monuments) for the future. The term is most widely used with reference to the environment, where several reasons are given for conservation. The World Conservation Strategy (1980) concluded that conservation of living resources was needed for three reasons: (i) to maintain big enough numbers of all animal and plant species (genetic diversity), (ii) to ensure pure air and water, and to keep fertile soil for future use (essential ecological processes), and (iii) to allow animals, plants and land to be there indefinitely (sustainable species and ecosystems). In this way conservation ensures that both present and future generations will be able to use available resources without reducing them. This definition is essentially economic. Some non-economic reasons for conservation include the enjoyment of wildlife and the land, the love of nature, the continued use of the land for sports and recreation, and the responsibility to future generations to conserve the Earth and its resources. » *ecology; endangered species; environment*

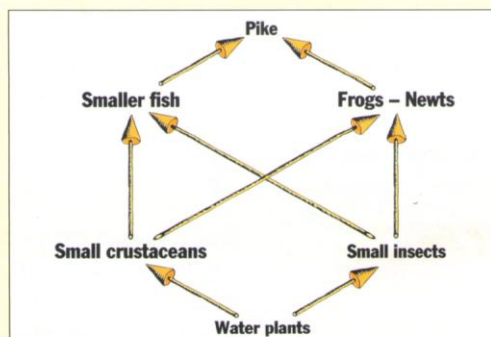
ecology The study of living organisms with their physical, biological and chemical environment. Important ecological concepts have had considerable influence in conservation; an example is *carrying capacity*, which relates the available resources of an area to the number of users that can live off these resources. Some ecologists question the role of people in the environment: are they dependent on, or independent of, nature? The ecological movement of the 1960s onwards has argued that people must live within the limits of the Earth's finite supply of resources, and that they are very much dependent on its environment. Ecology is therefore seen as a social as well as a scientific subject,

making a link between physical and human environments. » *conservation (earth sciences); ecosystem*



People dependent on nature

ecosystem An ecological concept which helps to explain the relationships and interactions between one or more living organisms and their physical, biological, and chemical environment (e.g. a pond and its associated plants, fishes, insects, birds, and mammals). The concept is helpful in describing interactions at any level from the individual plant in its environment to the planet Earth. The study of ecosystems is commonly based on complex food chains and the webs they form. » *ecology; environment*



Food chain in a pond

endangered species Plant and animal species which are in danger of becoming extinct. Their classification as endangered species is made by the International Union for the Conservation of Nature and Natural resources. The danger of extinction generally comes from habitat loss and disturbance caused by human activity, overexploitation, and in many cases pollution. For example, people disturb the beaches where the endangered Hawaiian Monk Seal (*Monachus schauinslandi*) breeds; this disturbance causes more of the pups or young seals to die. The category also includes species which are possibly now extinct, but which have definitely been seen in the wild within the past 50 years. » *conservation* (earth sciences); *extinction*; *habitat loss*



Hawaiian Monk Seal



Lady's Slipper Orchid

environment The conditions and influences of the place in which an organism lives. The large number of different types of environment (e.g. town environment, tropical rainforest environment) makes it impossible to give a single definition. In general, the *physical* environment describes the characteristics of a landscape (e.g. climate, geology) which have not been greatly changed by human activity, whereas the *geographical* environment includes the physical environment with any human modifications (e.g. farming, industry, houses and towns). The relationship between living organisms and their environment forms part of the subject of *ecology*. Concern that large parts of the environment are suffering from misuse and overexploitation is central to conservation, and the environmental movement which supports conservation has recently become popular as new threats (e.g. acid rain, soil erosion, damage to the ozone layer) are widely recognised. » *conservation* (earth sciences); *ecology*; *ecosystem*



Soil erosion

extinction The disappearance of a species from a particular habitat (*local extinction*) or the total disappearance of a species all over the world. Animal species are said to be extinct if they have definitely not been seen in the wild for the past 50 years. » *endangered species*



The dodo is extinct



The gorilla is in danger of extinction

habitat loss The loss of distinctive areas where plants and wildlife have enough space to breed and live successfully. Destruction and disturbance by human activity is a major threat to wild species. Many areas of wilderness have been changed by buildings, farming and industry. There is increased disturbance of remote areas, e.g. in the rainforest, for exploitation of timber, oil and mineral resources. » *conservation* (earth sciences); *endangered species*



Forest fire

4 CHECKING UNDERSTANDING - SECOND READING

Look back at the diagram notes you made in Unit Four, Exercise 4 (a). Now read the appropriate entries and make diagrams:

- 1 to classify all the types of environment found in the text;
 - 2 to classify the reasons for conservation;
 - 3 to classify ways human beings are damaging their environment.
- b) You need a different diagram to show causes and consequences; complete the following notes to show:

How species become endangered:

Human activity + *overexploitation* + *pollution*



habitat loss + *disturbance*



animals unable *to survive*



danger of *extinction*

- c) Can you make a diagram to show how the seven entries are related?

After you read

5 LOOKING AT LANGUAGE

These exercises are all to do with building words.

- a) Look at these school subjects:

biological biology *chemical* chemistry *ecological* ecology *geographical* geography *historical* history
science
scientific

These are noun forms. Can you find the adjective forms in the text? e.g. ecology - an *ecological* study.

these nouns are to do with IDEAS and PROCESSES

- b) The following words are verb forms. Their noun forms are in the text. Can you match them up? One of them has been done for you.

classify *classification* conserve *conservation*
destroy *destruction* disturb *disturbance*
exploit *exploitation* extinguish *extinction*
pollute *pollution* preserve *preservation*

define *definition*
erode *erosion*
modify *modification*
protect *protection*

definitely
dependent } means not
POSSIBLE
= Rational = among
exploitation = too much
appearance = reverse / negative / opposite

c) We can make new words by adding prefixes; these change the meaning e.g. forgettable – *unforgettable*. Can you find four prefixes in the text and work out the change in meaning?

d) Some words in English can be nouns and verbs. For example, *forms* in this sentence is a verb:

‘The relationship between living organisms and their environment forms part of the subject of ecology’

and in this one is a noun:

‘They were studying the different forms of life found in a field’.

In the following entries, look at the words listed and say whether they are used as nouns or verbs.

ENTRY

ecology

ecosystem

endangered species

environment

habitat loss

WORD

question, ^Vlimits, ^Nsupply, ^Nresources,
link ^N

plant, study ^N

causes ^V

misuse, ^Nsupports, ^Ndamage

breed ^V

6 THE TOPIC AND YOU

Do you know of any damage to your local environment? What has been disturbed? Is anything in danger of being destroyed? Who can help you to find out? What could be done to stop the disturbance or mend the damage? Design a poster, a badge, a sticker or a t-shirt to tell people about it.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 How much of the text did you need to understand for your purpose?
- 2 Did you find the ideas difficult? When this happens, skim ahead and then go back.
- 3 How did your preparation, i.e. your previous knowledge of the topic, the text-type, the title, headings and illustrations, help you?

The power of poetry

Before you read

1 TOPIC

The first two poems are about animals. Name some animals which people keep as pets. Why do people keep pets? Which animals do people not want in their houses? Why are these animals a nuisance?

2 TEXT

How can you tell that a text is a poem? How is it different from other texts? What do people write about in poems?

While you read

3 PURPOSE – FIRST READING

If you like mice, what would you tell people about them? Make notes of your ideas and then read this poem.

MICE

I think mice
Are rather nice.
Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.
But I think mice
Are nice.

Rose Fyleman



4 CHECKING UNDERSTANDING - SECOND READING

How many of your ideas appeared in the poem? If you have other ideas about why mice are nice, add them to the poem. If you do not like mice, try to continue this poem:

I don't think mice
Are very nice.
They squeak
And make a silly noise.
They chew the paint
Off children's toys.

While you read

5 PURPOSE - FIRST READING

The title of the next poem is *An introduction to dogs*. What would you tell someone in an introduction to dogs? Make a list of seven things about dogs and their behaviour. Now read the poem.

An introduction to dogs



The dog is man's best friend.
He has a tail on one end.
Up in front he has teeth.
And four legs underneath.

Dogs like to bark.
They like it best after dark.
They not only frighten prowlers away
But also hold the sandman at bay.



A dog that is indoors
To be let out implores.
You let him out and what then?
He wants back in again.



Dogs display reluctance and wrath
If you try to give them a bath.
They bury bones in hideaways
And half the time they trot sideways.

They cheer up people who are frowning,
And rescue people who are drowning.
They also track mud on beds,
And chew people's clothes to shreds.

Dogs in the country have fun.
They run and run and run.
But in the city this species
Is dragged around on leashes.



Dogs are as upright as a steeple
And much more loyal than people.

Ogden Nash

6 CHECKING UNDERSTANDING - SECOND READING

- a) Now compare your list with the ideas in the poem. Which ideas of Nash's do you agree with? Which ones do you disagree with? Change the poem by putting some of your ideas in.
- b) The two poems are comic; find the parts you feel are amusing. Why do you find them funny?

After you read

7 LOOKING AT LANGUAGE

Some of the ideas in these two poems could be changed around: both dogs and mice can 'chew clothes to shreds'. Exchange some of these between the two poems to make your own versions.

Which words or ideas here apply *only* to mice, and which ones apply *only* to dogs? Make two lists.

Before you read

8 TOPIC

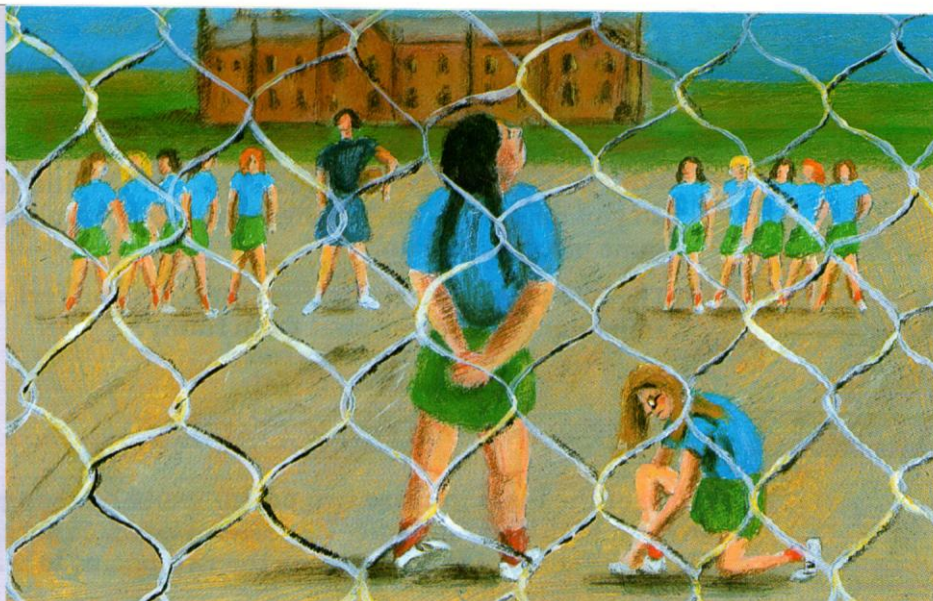
The next two poems are about unhappy experiences the authors had while growing up. What sort of things can hurt young people's feelings? What things make them angry? And what things make them very unhappy?

While you read

9 PURPOSE - FIRST READING

Often children give each other nicknames; in Britain small children may be called 'Tich' (or 'Titch'), and fat children may be called 'Tubby'. Read these questions before you read the poem.

- 1 Why were Wendy Cope and Tich Miller the last to be chosen for sports teams?
- 2 Did they talk to each other about this?
- 3 Was Wendy Cope ever good at games?
- 4 What was she good at?
- 5 How did that help her?
- 6 How does she feel about Tich?



Tich Miller

Tich Miller wore glasses
with elastoplast-pink frames
and had one foot three sizes larger than the
other.

When they picked teams for outdoor games
she and I were always the last two
left standing by the wire-mesh fence.

We avoided one another's eyes,
stooping, perhaps, to re-tie a shoelace,
or affecting interest in the flight

of some fortunate bird, and pretended
not to hear the urgent conference
'Have Tubby!' 'No, no, have Tich!'

Usually they chose me, the lesser dud,
and she lolloped, unselected,
to the back of the other team.

At eleven we went to different schools.
In time I learned to get my own back,
sneering at hockey-players who couldn't
spell

Tich died when she was twelve.

Wendy Cope

After you read

10 LOOKING AT LANGUAGE

- Which words are to do with not liking other people?
- Which words in this, or the other poems, do you like the sound of? Do you know another word that means almost the same thing? Why is the word in the poem special?

11 PURPOSE – FIRST READING

Read these questions and then look for the answers in the poem.

- 1 Who has died?
- 2 How did the person die?
- 3 How old was the person who died?
- 4 Where was the writer when this happened?

Mid-term break

I sat all morning in the college sick bay
Counting bells knelling classes to a close.
At two o'clock our neighbours drove me home.

In the porch I met my father crying –
He had always taken funerals in his stride
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand

And tell me they were 'sorry for my trouble'.
Whispers informed strangers I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs,
At ten o'clock the ambulance arrived
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple,
He lay in the four foot box as in his cot.
No gaudy scars, the bumper knocked him clear.

A four foot box, a foot for every year.

Seamus Heaney

12 CHECKING UNDERSTANDING - SECOND READING

What does the writer tell you about the feelings of the people present? He does not tell you about his own feelings - except for the embarrassment - but he implies that he went through different emotions. Find all the phrases which you think imply his feelings and explain what you understand.

After you read

13 THE TOPIC AND YOU

- a) Imagine that you went to primary school with Wendy and Tich. Tell their story as you remember it.
- b) Write a poem about your pet.
- c) Write a poem about a time when you or someone you know were unhappy or sad.

How you read

14 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 How did you decide which new words or phrases to record?
- 2 How do you record vocabulary now?
- 3 Do you discuss what you've read with your friends?

While you read

1 PURPOSE – FIRST READING

Look at the headlines in the paper; see if you can predict what the story is about. Which stories seem familiar?

The Middleton Guardian

Friday 3 June

Anger over theme park

by a Special Correspondent

PEOPLE in the Clapham neighbourhood of Middleton are angry. Last year the car factory in Berber Road was closed and now the land has been bought by Adventurama, the company that owns Adventure World and Adventureland. The City Hall has accepted plans for a theme park to be built on the site. An official from the City Hall said that the new park will present a history of the city and create a sports complex the neighbourhood does not have.

Leon Goody, who worked at the factory for twenty-two years, is organising a group to see the



Mayor. He said that they wanted jobs not somewhere to play. 'You can't visit fancy places like that if you don't have a job,' he said. 'There won't be as many jobs in the park as there were in the factory.' The people who lost their jobs have not found new work,

and Mr Goody's protest group is getting bigger every day.

Adventurama commented that the park will give work to people in Clapham, and shop and restaurant owners are pleased because the park will bring thousands of visitors to Clapham.

Doctors take jungle herbs

By our Science Correspondent

DR CRISTINA NOGUEIRA, from the Raul Pompéia Medical School in Brazil, is visiting the Middleton Medical School to lecture on new medicines. She is one of several doctors and pharmacists who work in the Amazon jungle, finding out about the methods which local people use to treat diseases. The medicines come from herbs, and the doctors want to learn about the plants and study them to find the active component. Then

they plan to experiment with the use of herbs to treat illnesses because they are safer and cheaper than scientific medicines, and they work just as well for many diseases.

150 years ago herbal medicines were used everywhere for treating illnesses, and they are still the commonest medicines in the world. Dr Nogueira argues that we are too dependent on scientific medicines which can be dangerous and make people ill; some diseases have

become resistant to them, and if the medicines stop killing bacteria and viruses then they are no longer useful. Many doctors dismiss herbs, but this is because they do not understand them, says Dr Nogueira. 'We

are learning about jungle herbs so that we can teach city people to use them.' She thinks we should use herbs for most of our illnesses, and keep scientific medicines for treating dangerous diseases.



"Take them three times a day!"

School experiment in orbit

By our Science Reporter



THE LATEST ISA space rocket was launched successfully yesterday after a half hour delay. There were two satellites on board, a new communications

satellite for telephone calls and a very small scientific research satellite. This satellite is going to measure the Sun's radiation and give extra homework to

twelve pupils from Middleton High School!

The smaller satellite and its experiment were designed by members of the school's Space Club. Their physics teacher

helped but it was their idea. 'We wanted to do something real, not just read about space. Then we thought of this,' said Mandy Farley, a member of the Club. The International Space Agency liked the idea and gave the pupils' satellite a free ride into space. The Club members are very excited it is up in orbit. Now they are waiting for the results to come through so that they can study them.

Mining ban in Antarctica

By a Special Correspondent

A 50-year mining ban for the Antarctic was agreed by nations at a meeting in Madrid. The ban will stay in force after

the 50 year period unless there is a 75 per cent majority among the nations to remove it.

A spokesperson for one

of the environmental pressure groups said, 'This is a victory in the fight to make Antarctica a World Park.' Other environmentalists welcomed the ban but regretted that it was only for 50 years and was not a

permanent ban. The agreement covers all aspects of Antarctic protection, including the marine environment, the rubbish from scientific research and the protection of the plants and animals.

Supermarket water can shock

By Robyn Parsons



THE CAN of the company, who vegetables Mrs apologised and sent her six new cans saying that they couldn't understand what had happened; they could not remember this problem before and they were checking all their machines. Mrs Fitzgerald told us that she always bought this brand because her daughter worked at one of the company's factories last year.

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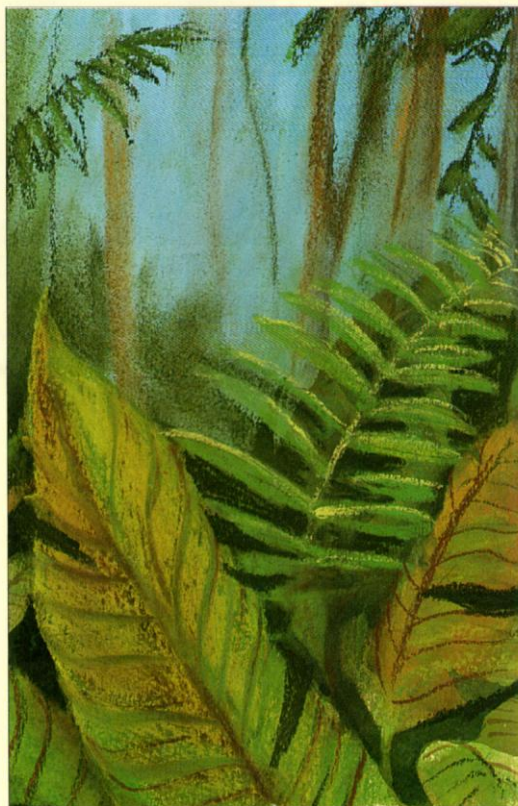
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Kevin Logan
Rachel Macauley
John Blakemore
in
FUN TALK
the riotous new comedy
At a cinema near you

Margaret Utting's
A POPULAR HERO
with Gabriel Hopps
and Lizzie Budgell
'a huge success'
SYDNEY HERALD
Little Theatre,
Middleton 2



Young Middleton

TV NEWS

Your TV NEWS reporter talks to Sharon Penrose, **Fairview Park's** Nancy Porter.

Well, Sharon, what do you enjoy about being in Fairview Park?

I enjoy working with all the other kids. We get on really well and we have lots of laughs. It's

like being part of a big family.

Who's your best friend in the crew?

Probably Sophie Patterson who plays Maria. She and I both like ice-skating.

What other hobbies do you have, apart from skating?

When we're not shooting, I like going to discos - but that's not really a hobby, is it? I

listen to lots of music and I play the guitar, but not very well. And I'm also having dancing lessons.

And do you like playing Nancy? I mean, she's not a very nice person, is she?

No, you're right. She's not at all nice. That's why it's easy to play her. Nice, boring characters are much harder.

Do you and Nancy have anything in common?

Well, we look alike! No, I don't think I'm a bully. In fact at school, I have to put up with a lot of teasing because of my acting. My friends at school make sure I don't get too big-headed! *And what about your future plans? Do you want to continue acting?* Yes, I'd really love to be on the stage in a musical. But first I have to get through my exams.

2 NEWS QUIZ

Now you have read the paper, what can you remember? If you can't answer a question, then look back.

- 1 What was Leon Goody doing and why?
- 2 Why did Mrs Fitzgerald get a surprise?
- 3 Who wrote *A Popular Hero*? And who said it was 'a huge success'?
- 4 Who wanted a television camera operator?
- 5 Which jobs could you do if you had just left school?
- 6 What are Rachel Macauley and John Blakemore?
- 7 Why aren't environmentalists totally happy?
- 8 What is Mandy's experiment?
- 9 What is the difference between Sharon and Nancy?
- 10 Why do trees need money?
- 11 What are Sharon's hobbies?
- 12 Who wants you to stop taking the tablets and why?

3 THE NEWSPAPER AND YOU

What sections of the *Middleton Guardian* do you not have e.g. comment, sports, weather? Work in small groups to complete the sections you are interested in. You may use ideas from other units, use current news items, or make up your own stories.

How you read

4 DEVELOPING SKILLS

Look at the Skills profile with your teacher. Which skills are you good at? How do they help you as a reader? Which ones are you still trying to improve? Remember to practise all the skills whichever language you read in.

Skills profile

The **Developing skills** section in each unit refers to this table. There are four areas for you to develop. The advice is intended to guide you in developing as a reader and learner of English. Write notes in the comment column on your progress. You may do this in your first language.

Skills profile

Reading style

Adjust your reading speed to suit your purpose for reading and the type of text. However, reading faster helps you understand: don't slow down too much!

	Units	Comment
1 Check your average reading speed: in your first language and in English. Keep a record.	1, 5	
2 When you look for a specific piece of information, scan. Look for the word by shape, first letter, capital letters.	6	
3 When you want an impression of what is in the text, skim. Read it quickly, looking at the title, headings, beginnings and endings of paragraphs to get a general idea.	Ex. 2 TEXT in each unit 4, 6	
4 When you want the main information or are reading a story for pleasure, read for gist. This means reading quickly, ignoring detail and understanding 60-70% of the text.	5, 6	
5 When you read a text which has a lot of new information, skim to get an impression and then read it again more slowly. You can help yourself understand better by asking yourself questions and by making notes. Several quick readings will work better than one slow reading.	4, 6, 8	

Prepare, read, and check what you have understood.

Language

Reading is a great way to build vocabulary and acquire grammar, and the more language you know, the better you will be able to read.

- | | Units | Comment |
|--|-------|---------|
| 6 You can understand some new words because of the context. | | |
| 7 If you don't understand some of the new words, ask yourself if you need them to understand the text. | 1, 9 | |
| 8 If you do need a word, don't guess its meaning: use clues to help you understand: the kind of word it is, the topic, the ideas you expect. If you still need to understand it better, look in your dictionary or ask your teacher. | 1 | |
| 9 Put useful new words into your vocabulary book. Decide how to group them: alphabetically, by family (words about the same topic), as you meet them, with a translation, with a picture or in a phrase. Choose the method that suits the words and suits you. | 3, 9 | |
| 10 Record new ways to say things (whole phrases or sentences). | 3 | |
| 11 Notice the ways to refer to earlier ideas, for example, words like <i>it</i> , <i>this</i> , <i>one</i> , and some uses of <i>do</i> . | 3, 7 | |
| 12 Notice the ways to connect ideas, using words like <i>and</i> , <i>but</i> , <i>however</i> , <i>because</i> , <i>therefore</i> . These show different relationships between the ideas. | 7 | |
| 13 Ideas are organised in different ways; notice how one topic leads to another. If the text is well constructed, then this will help you understand the author's ideas. | 7 | |

Interpreting and understanding

Understanding what we read is complex. It comes from what we know about the topic, how much language we know, what we expect to find in the type of text, as well as adding to and changing these ideas and expectations with new reading.

Good readers use prediction to help them.

- | | | |
|--|------|--|
| 14 Use the title, illustrations, diagrams or headings to help you predict the content and the meanings. Ask yourself before you start reading what you know about the topic. | 2, 8 | |
|--|------|--|

Know why you are reading the text.

15 Decide how much of the text you need to understand for your purpose. Understanding every word is about learning vocabulary, reading is about knowing which words you need to understand for your purpose.

16 If you find the ideas difficult, don't go back: skim ahead and then go back, if you need to. Talk to others about what you've read. Share the ideas and fun you get from reading.

17 Discuss your opinion of the story or of the ideas: what you liked and didn't like, or what you agree and what you disagree with.

18 Talk about any new ideas you have learned from the text or that have come to you from reading the text.

Units

Comment

Ex. 3
PURPOSE
in each
unit
5, 8

8

4, 9

4

Learning reading skills

Monitor how you read. Talk to others about how you and they read.

19 Things you might ask about include: adapting your reading style to the text; improving your reading speed; ways of dealing with new language; how you get ideas from texts; what things you like reading.

20 Keep notes in the comment column so that you can see when you improve. Remember to use your reading skills whenever you want to get the message.

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